HISTORICAL SOCIETY OF PALM DESERT

ORAL HISTORY PROJECT

O.H. 70

EDWIN T. INGLES

Interviewed by

Patricia Young

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PY: Interview with Dr. Edwin T. Ingles for the Historical Society of Palm Desert Oral History Project on June 27, 1980 at three o'clock in the afternoon at his home in Pacific Beach, California.

Okay. Let's start talking about how you first became aware of the college and how you came to it.

EI: Okay. I became aware of the College of the Desert while I was dean of instruction at Modesto Junior College. I came there in 1955, and from 1955 to 1960 many new college districts were being organized throughout the state. And I learned of the college, well, at that time there was no name for it, but I learned that a new college district had been organized in the Palm Springs-Indio area. And I, at that time, was only mildly interested in it because I somewhat recent at Modesto Junior College. But Dr. McCall,

who was the president while I was dean of instruction there, had, and incidentally, he and I became acquainted and friends while we were in Oregon. He at the University of Oregon on the faculty and I was at Pacific University on the faculty of my alma mater there. And so he went then in 1959 to the college, now the College of the Desert, as its first president. And I came there at his invitation, and certainly I wanted to go, too, to assume the same role as I had at Modesto Junior College. I think we had a mutual respect for each other, and we looked forward to the opportunity of building a new college in a community that heretofore had no higher education facility. And I went down there in 19, July 1st, 1960, with a great deal of excitement and expectation. And I was not disappointed. I've been doing a little bit of thinking of what I might like to say about the college and whether or not it would fit into the category that you have set up for this. I don't know, but I'd like to point out the fact that I had been in college work almost all my life and in a position where I worked either as a member or a college administrator with a board of trustees. I was not the head man. I was generally the vice president or the dean. Well,

actually that was the two positions I had before I came to Modesto, or before I came to College of the Desert. And I want to say that the board we had at the College of the Desert, throughout my fourteen years there, was the very finest board that I've ever experienced. And I can give an example or two. I'd never heard any of our board members raise their voice in opposition to what another board member might have said, or position they might have taken. They exercised the utmost courtesy and respect for one another. Occasionally, an item would come up where a proposed action would come that one or another of the board members would oppose. And rather than, this was not a written policy, but rather than having recorded a negative vote, they would just abstain from voting provided there was a quorum to carry the thing. And they held no animosity or bad feelings about disagreeing. I say that because the sixties were pretty hectic period in college administration, and student administration which we all remember, I think. There were all kinds of sit-ins, riots and so on. And it was a pleasure to work with that kind of a board. And I think that's quite unusual, especially when we were new, we were making our policies. We were making, we had the policy books and we were trying to

develop them as we went along. You see, for two years we, Dr. McCall and I and for one year Dr. Ellebrook, the now and then business manager, were worked on building the building and building the curriculum, preparing the catalogue, getting the faculty. And we set up certain basic principles to attempt to follow when we were doing this. I'm sure Dr. McCall probably discussed the building situation quite a lot with you.

PY: Were you actually part of it?

EI: The building.

PY: You were now part of that, weren't you?

EI: Oh, yes. I was part only in the sense that I helped go over the plans that had been made prior to coming as far as the physical layout of the building was concerned. I came into the picture when we were building the curriculum. What courses are we going to offer? See the specific courses, the sequence of the courses, the schedule and so on was not prepared before the building plans were approved. And some places they go that far, but it was kind of hard for us to do that when everything was new. We had no idea of the enrollment. We had some idea of enrollment, but we had no real objective evidence of what it might be. And incidentally we hit

it pretty carefully. I think we planned on somewhere around five hundred the first year, and we had around five hundred and twenty-five on our regular program, so we didn't miss it too far. But the, I might make a few comments about the first catalogue that was prepared. I spent hours working on the physical makeup of the catalogue. And, of course, Dr. McCall was always sitting on the side and was always the one with whom I talked things over before we finally brought it to the board. And I remember we discussed a few things before we got them into the catalogue. Well, quite a few things about our curriculum. Incidentally, we didn't spent nearly as much time talking about the philosophy of education as we did physical aspects of our building which we commented on a great deal. And thought that that was quite a commentary on our priorities if we thought the building was more important than the what went into the building by way of instructional program. But nevertheless, it worked out nicely. But when we gave the board our first catalogue, now in giving them the catalogue that means that we gave it to them several weeks in advance of the board meeting so they had time to look it over and study it. And

one of the board members was very disappointed because it didn't have a lot of courses for our Mexican population, Mexican-American population. You'd think he stepped right out of the present-day controversy about discrimination, but it wasn't that approach at all. He just felt in his heart, that's Mr. Mitchell, that's quite a compliment to him, he felt in his heart that, and inasmuch as he'd had close contact with Mexican-Americans in his work on the ranch, they needed an education, they wanted an education, he felt that they didn't have the opportunity that they should have. We discussed that for some time and we did modify our catalogue to include some courses in Mexican history, Mexican-American history, a Pacific Rim history to kind of bring that in, but we ran into some technical problems because many of the courses, well not many but a number of the courses we listed in that category were typically upper-division courses for the four-year institutions and we had to reconcile that one way or another with our brethren in the other colleges and with the four-year colleges. So that caused a few problems and in many respects that kind of courses were not the specific courses they needed at that time. Although there's

been courses in sociology or quasi-sociology courses that would have been very helpful. And with that in mind, we attempted to get and I pushed this to try to get several Latin-American scholars to come to our campus as faculty members and teach other than Spanish courses. Teach history, sociology, philosophy, anything, or science if they were prepared, but we were particularly interested in them teaching in the sociological historical humanities areas. And I went to several of the placement agencies, especially UCLA, and that time would be about 1961. I went to UCLA and told them I wanted, if they had them, papers, placement papers on several Mexican-American or Latin-American scholars who would teach these subjects. And they said, well, I'm sorry, I'll never forget this, I'm sorry, we cannot pick out a specific nationality of people to make a recommendation. And in a few short years that whole thing was changed to insist that we do pick out certain nationalities in order to fill a quota. They had denied that, but that was essentially what it amounted to, to fill a quota. Well, the upshot was that we didn't have too much success immediately, but we did succeed, I thought, in bringing in a number of foreign non-citizens

but good scholars to, I hope, be good examples before the students, people from other than strictly American heritage that could perform and be an example for the students to emulate. That was sort of a push that we tried to make for a little different reason than normally you hear. We also, Dr. McCall and I and the board backed us one hundred percent, made some decisions before we hired anyone on the faculty as to what stereotypes we would like to get. We decided we'd like about a third of the faculty to come from out of the state, and we'd like at least a third of our faculty to come from colleges, four-colleges and universities, and then the rest of them, the other third, from junior colleges and high school faculty. We didn't want it overloaded in any particular section. We wanted the advantage of the know-how and the experience of people from a number of levels of education. We also put quite an emphasis on the doctors degree, either the Ph.D or the Doctor of Education degree, or some other technical degree. And incidentally we ended up with forty percent of our original faculty having a doctors degree. And to the surprise of a lot of people the first accrediting committee that came around to visit us criticized us and

almost neglected or denied us accreditation because they felt we were being snobby academically by collecting a faculty that was not interested in something, I guess, the Ph.D.'s didn't have. In other words, they thought we wouldn't pay enough attention to the occupational, the vocational, the remedial needs of our students. But we finally licked that as we grew larger in faculty and students. That percentage dropped and kept dropping, which was understandable because where we added to the acceleration of courses was generally in the occupational, the adult programs and the special education and all the adult programs that had to do with child development and growth and things of that sort which were not strictly transfer-type courses. But that's the way our faculty changed as we went along. Now we lived, I think, to discredit the committee in thinking we were academically snobbish. Now another thing we, Dr. McCall and I gave lip, I mention him a lot because we worked very closely together in this period. I'm talking now about the period before the students came. We wondered what it would be like if we could open up a college without having an intercollegiate athletic program. Now I didn't have any

personal, emotional reason to do this because I grew up on the athletic field and coached for eight years before I went into college teaching in several sports. But it was because, as far as I was concerned, because I could see, and I have seen and I believe it exists today, the interscholastic and intercollegiate program so dominates the college that it's pretty hard to fulfill many of the objectives of higher education when you have to pay such an inordinate amount of money to carry on a program which, in my mind, could be supported more and more by professional athletics. And we talked this over with the board. It would have been a, one of the junior colleges in the state that would have ever done this. And we wouldn't have minded being that far out on this particular thing. We wouldn't push it, of course, and we knew better than trying to push it, but we gave the board the opportunity to do something real challenging and real different. And we weren't surprised at all when they said, and we were inclined to agree with them, with the board, that, well, we might go along with it, but we didn't think the community would. And it's quite likely they wouldn't because before we even started taking applications for the faculty, we had

all kinds of suggestions of who our coaches should be and how we were going to do this and that in an athletic area. They didn't worry much about, well, they worried a little bit about our, what kind of remedial work we were going to have, but other than that, the community was waiting to receive the college and support it. And I think that the board was very good in keeping in touch with the people in the community. And giving them what they thought we wanted. Although we did attempt to let the community know what we were doing public relations wise. I wasn't directly responsible for public relations, but if I stubbed my toe or made a slip or did something that wouldn't be hard for me to get right in the middle of, then, well, let's see, there are other aspects of the college that were a little different, I think. I think, I just don't know what else has been said about it. The library, the concept of the library, was one of in philosophy and physical placement was in the center of the whole thing as the library is there. But the expectations of the faculty in respect to the place of the library is generally much higher than what transpires when they get in a harness and expect the students to all run to the library and use library facilities to

enhance their teaching. It's a little easy for me at this point to think about the problems of junior colleges in general rather than just at the College of the Desert. I think our faculty, if I could generalize a little bit on the nature of our faculty, I do say there are forty percent with degrees. Our age also was older than the normal of junior college people. Now senior colleges, I don't know that we ever ran any figures on that. But we did get teachers with considerable experience, especially heads of departments, and we had a departmental setup rather than a divisional setup where the line of communication went from the faculty member to their head who was very close to them to me, and we didn't have so many heads but what, I think there were eleven or so, that we all were pretty close together. So that during the, I think this was the reason, at least it contributed to our tranquility during the sixties, that when we, the students elsewhere were rallying and sitting in and sitting out and raising the dickens here and there, that our faculty was astute enough to assume a position of somewhere between students and administration where they were neither. They were more like counselors and guidance people and advisors and

they had a great influence on keeping their heads and helping the students keep them heads. And not that we didn't have a docile group that were afraid to do anything. They were quite active, but they were quite sensible. As was the community we felt. We were very proud of our community during that time and would support us. We didn't have to make any harsh and unusual demands or rules or regulations. We just, and Dr. McCall spent a great deal of time during this period in keeping in very close touch with the students. He kept polls and to find out what they needed, what they wanted, what they were going to try to do, tried to keep ahead of them, too, if that's possible. Maybe we should stop for a moment and I might ask a couple of things.

PY: Sure.

EI: If you want to keep it going, well, that's all right with me for that matter. But I just wondered if you had some areas, I should have written down, but I was afraid if I wrote them I would, I know I would ramble on them farther. But I haven't discussed the, well, there's another thing coming to mind. You might jot down just a couple of these things. One is the position of the classified personnel. I'll explain what that means if

you don't already understand that. The concept of decision making in the faculty, we discussed quite a lot and it didn't always go according to Hoyle, but it wouldn't be any decisions if somebody else wrote a book of what the decisions should have been in advance. Let me talk about those two things for just a minute. In most colleges like ours, the classified personnel are the noncertificated personnel. They're a closely knit group also. They have a better retirement plan than the faculty. They're a strong, well, almost like a union as the faculty is now. It wasn't then. And that's another thing I want to talk about a little bit, the union aspect of faculty leadership. But we had a fine administration in our classified personnel. Mr. Slayton came at the beginning and he was there longer than I was. He retired a couple of years after I left. And there was, about all I can say is that he was delegated a responsibility by the president and the board. He was responsible to the president, of course. But he worked very closely with the faculty and all of the personnel were, seemed to have the same attitude or developed it. As an example of what I'm talking about, at least the first few years. I don't know that if we finally got away from it, but it's too bad. At Christmas-time we had one great big Christmas party. There was

no difference between faculty and we didn't have any janitors. See, if that means anything, the word janitor. To me it's a good respectible name, but to some it might not be. But they're all custodians of one kind or another and by classified, include all the secretaries too. And we, it seemed to me, now maybe I'm just trying to, see, I haven't talked to anyone from the college for a long time and when you get from one that's used to talking and having all kind of committee meetings and giving them a chance, I might not know when to quit. But we did, excuse me, have some very good social times, but that's not the important thing. We had many programs on the campus. Many extracurricular type activities which involved students, faculty and community. And the classified people were the ones that made those successful by their attitude about being part of the program and their good strong back to help back things around and put things in place. This was a joy to work in that kind of a situation. Now, of course, the other thing I wanted to mention about the so-called teacher relationships and the faculty relationships, faculty organization, we weren't there too many years until, you see, it was sort of hard to face up to this because in the

beginning there was just Dr. McCall. In the beginning there was the board, then there's Dr. McCall, then I came, and then Dr. Ellbert came, then others came in as the months along. And we could set up things pretty much the way we wanted to as long as we came a few, but we represented a few. But then when we got a hundred faculty members around, everyone knows that the persons that are going to live by a decision would like to have a little bit to say about the decision itself before it's made. And maybe somewhere in between there is ideal. And eventually we knew that there were certain things that we would have to turn over to the faculty almost completely for decision making. And that's a little hard for Mother Bear to get rid of her cubs sometime and open up the porch. For example, for illustration, but it didn't take long until the union attitude that if we got in a real bind problem-wise then we got to get a negotiator to come in and work. As thought the two adversaries did not have it within their heart and soul to settle a question without having a third party come in. And this is very hard for me, personally, to accept, and I can't speak for Dr. McCall, but it was hard for him to accept, too, I'm pretty

sure because the very thing you have to do to ask a person, the very thing you have to do legally now to fire a person, if you want to put it bluntly, the very thing you have to do to get enough evidence to fire a person are the very things that if you do them will tear you apart personnel wise. And the very things you want to do to build confidence between faculty and administrators are the very things that the unions say you can't have. As an example, if a person in the humble opinion of an administrator, department chairman or president or somebody in an administrative position if he feels there's some reason that the faculty member should be reprimanded or criticized or even told to come to work on time, he has to give it to him in writing, it has to be signed by both parties plus a witness, and if every time you want to make a suggestion to somebody and if you believe in cooperation of supervision, and why you're always in the position of where you're giving suggestions, making comments, even criticisms, none of them will stand up unless they're documented and signed and witnessed. Well, every time you pull out a piece of paper and start asking people to sign and witness, you're going to lose all bonds of communication between you. That's my feeling. So I'm glad I retired before

that got too strong because I just would have a difficult time working under that situation. Now maybe if I were just starting out and were brought up in that as a new person in the field, I might be able to understand it and do it. Although I didn't mean to talk much about my own philosophy, but this is something that I think is going to hurt not only the junior colleges but education in general. And I know what's going to happen. That is, I think I know what's going to happen. Just like in everything else. You go so far in one way, and the pendulum will eventually swing in the other. And at the end of each turn of the pendulum there's generally a mild or a bad revolution of some sort. And it's just too bad we can't use our intelligence, it seems to me, to advert those things.

PY: When did the union actually come into the faculty?

EI: Well, it's hard to put a date on it because the faculty at the beginning, we had a faculty association which had no relationship to the union, had no relationship to the California Teachers Association, and then after a year or two we became a member of the California Teachers Association. And then about the same time the American Federation of Teachers which is part of the AFL-CIO

organization came in. When I say they came in, a few members of our faculty joined them. And as they joined them, they organized a little chapter so we had two sections of the faculty, the regular faculty known as CTA. Not all of them did that even. And then the other one. And just kept growing. The AFT just kept growing and growing, and I don't know what the situation there is now. I haven't kept up with it. But I guess I would complain about it because of the reasons I've stated, I don't, but I do think that it starts treating the faculty then looking at the faculty like laborers where they punch a timeclock so many hours a day, so many hours a week, you have to be on the campus at certain hours and all this, it just doesn't give them credit for being self-disciplined at all. And doesn't give them a chance to raise their sights and to be creative to any extent. It seems to me it all works against good teaching. Well, that's some of the crying I would do if I were still in the harness. The thing that, I think I mentioned this in a way before, as much as we try to get the community aware of the fact that we had a college and published schedules in the paper, published activities in the paper, you know, published notices, placards, then

TV came along, we had lots of representation on TV. It surprised me that there's so many people in the community that didn't know we had a college. But I think some of that is due to the transcient nature of the community, especially in the cove areas, you know, where a lot of retirees are. But on the other hand, we owe a lot of gratitude to many of the retirees that came in there and took part-time jobs on the faculty. I wish we could have accommodated more. Some of the very sad experiences I had were interviewing very eminent people who had been real outstanding in their regular life as engineers, as teachers, as college professors, that we couldn't use. We just, you know, there's just a limit to all the opportunities that would be available where we could use these. Now again, if it were a four-year college where we had more seminars, special studies, which we did include incidentally in our two-year curriculum, we soon started recruiting seminars and special studies, but there's a limit to what you can do technically in that in a lower division school to have them accepted. And our students weren't scholars enough to know the particular fields to carry that sort of a thing with the people we would have to lead them.

But it's still an opportunity there that can develop as an adjunct to the college when we talked considerably about how we might set up something of that sort. Something of kind of an academy or a group of scholars to work with other people from the community to give them all an opportunity to extend themselves a little more. We had a number of, in the area of public relations and community involvement, we had a number of faculty that were encouraged and some of them were even selected because of their concerns about community activities. As an example, Dr. Hudson who was the head of the English department for awhile was quite active, he was on the board of the Palm Springs Museum. What's the right name of it?

PY: ~~Palm~~ Desert Museum.

EI: Yes, ~~Palm~~ Desert Museum. He was on the board and as such he did a lot to direct the attention of the college to the various things in the community, and also direct the community to various things, it worked both ways. They were very helpful to our science people in developing, encouraging and enhancing the attendance at the Desert Museum there in Palm Desert, the Wildlife Museum.

PY: Oh, Living Desert Reserve.

EI: Living Desert Reserve. Very helpful in that. They worked very closely with our ag department and science department, biology department. And Mr. McKell, the head of our business department, came after about three years, I think it was he came. He became very active in the community and on radio he conducted little radio interviews for several years. He gave a lot of lectures that were indirectly responsible for getting people interested in the college. People would come down and help us out in various things. Quite a help in that regard.

Well, I've about run out of steam for a little while.

PY: All right.

EI: Okay.

PY: You were talking earlier about the problems that Senior B's had or am I confused with the problems that they have now that perhaps they didn't have before. Can the problems of COD be related to the problems of all kinds of colleges right now, or are we talking about general kinds of problems?

EI: Well, when I mentioned the sixties and that kind of

problems, is that what you mean?

PY: Yes, you started with the sixties and you alluded to current problems that there might be changing.

EI: Well, the first problems I first imagined, I had reference to problems that developed in the sixties about the sit-ins where they would lock the president up and the deans and various ones like that. That was general, I think, in many of the colleges in California. Just about all of them had some manifestation of that attitude of the students taking over. The Vietnam situation, lack of confidence in government, and it's just an instance of where the students kind of took things in their own hands. And after all, that's what we've been teaching them. That's what I taught for years that students are citizens, college students are citizens and they have a right to vote, have families. They have to earn their bread and butter, they ought to be concerned. Well, they got concerned (chuckle), kind of misguided I think, but maybe in the longrun it might have accomplished an awful lot. I wouldn't be surprised. I think they did more than if you used a more traditional way of getting things accomplished. Now as far as the things that are happening, one is this union-administration thing. That's

happening in all the colleges. There are certain in-house concerns that I think bothers curriculum. I notice in the catalogue now they've expanded considerably the area on objectives and what all they're trying to accomplish. Well, we reduced it to almost the other extreme because after you build up so many categories, so many objectives, then it becomes meaningless after awhile because you can't focus on all the things. And it's pretty hard to separate just words about things and the real McCoy. For instance, I know you've heard many times, well, they need a good general education, you know, a well-rounded education. Well, I've contended that, but I made a couple of applications but I never got them accepted to various funding agencies. I guess I wasn't persistent enough, but some really screwball ones have been accepted. Maybe this is one of them. But I thought, as an example, if you would select from your community people who have, who demonstrate, these attributes of well roundedness mentally and attitude-wise, if you would select a couple or three dozen of them, people that have a general education who have these other attributes that make the gentleman and the lady, and then analyze those and see how they got that

way, and then by some stroke of magic wrapping that up in a curruculum and putting it in a college, you might have something other than just a lot of words. You might have something based on experience. You might have something based on objective evidence that these things do exist in people and they were acquired in this way. Well, that's a real short presentation of what I had in mind that might be done and why. I've never put too much predence in a whole lot of lists of objectives. They get so long that you can make anything fit into some of them along the way, but that doesn't help much. Now we'll always have that kind of discussion, I think. And I think it's good. But I guess you get that in almost every profession. You'd get it, I guess you name any of them, you have the young upstart that discovers something for the first time and thinks he's really found it. Well, that, though, brings up something else about decision making that I was going to mention. We had a lot of committee meetings. I know we aired possibly in a number of committee meetings, and I was responsible for a lot of them. I felt that committees should meet regularly and if they didn't have anything to meet for, they better jolly well get something to meet for because things aren't going to improve unless

you so something about it. That's the kind of thing. So we had them, we kept records and then distributed them and had lots of discussions. And expected the members of the committees to contribute to the committees instead of just listening to the chairman talk. Well, we had schedules whereby different ones were responsible for certain types of presentations. Now that really wasn't done enough, but that was the intent. And say, well, we didn't have a committee meeting today because we stopped and looked at each other like a department chairman, a meeting of people in departments. I had an awful time getting them to meet as a group because they figured they didn't have anything to talk about. And I think that's, if they do that, then the decision . . .

PY: You saw that as a way of the faculty working together?

EI: Yes. I think the way the faculty works together is for them to be divided into small enough units that they can get small enough numbers of persons so they can get together frequently and discuss their mutual concerns. And pass those on to a few channels where something can be done wherever something needs to be done. And some-places there's nothing to be done because you have a

committee meeting there's no reason you've got to make motions. A lot of people think that. They say, well, if there's no action to take, why have a meeting? Well, I guess I just like to talk too well. And I think other people should like to, too, but I realize there are some people who don't like to talk. But I don't think it should be teachers. I really don't think so. Teachers don't like to talk, they don't have any weapons or ammunition or help.

PY: When you were choosing faculties, was there an emphasis on those who did research as opposed to those who actually instructed or

EI: There was a, I don't think I ever interviewed a person unless we brought up something about research. Now you've done so much studying, you've gone so far that you know have to be doctors, as I mentioned before, but you have your masters degree. That was the minimum, generally, unless it was in some specialized field. Now then, was that a means to an end or, and it was in most cases because you had to have a masters to get a certificate, your card. But on the other hand, if you're ever going to be anything more than that, anything you're going to do and out of that came some kind of a comment

that would indicate whether or not they would be interested in research. So many of them said, well, if I were interested in research, why I wouldn't be looking at junior college because they don't have any opportunities to do research, which is not true. Not in the sense of a university, but we had some funded research. We hired several people at the beginning that were in the midst of funding research. And they continued that and we gave them some extra time for that which is illegal.

PY: Illegal?

EI: Illegal. But we did it by saying, well, we're justified by giving them larger classes. We could cut the classes in half and, you know, this idea of faculty load is the most intangible thing you can get ahold of, and don't get me started on that because that is absolutely, that brings up a whole bunch of my screwball comments that I ought to be getting reported because somebody might take me seriously. But you know you can juggle the load around. If you have a hundred in the class, you can give them five classes and teaching five hundred students, five classes a week. But you could put fifty in a class and give them five classes a week, which some

of them have, and one of them is handling twice as many students as another. And that happens in some cases because of the nature of scheduling requirements and so on. So we did make some provision to be given some time to work on research. And then the fact that they were getting money, personal money, for that, well then we justified the rest of it on overtime, just like they were working overtime. But, no, just as a, this is more of a labor relations again, I think that eventually the pendulum is going to swing so that faculty will get paid what they're worth. That means some of them will take an awful cut. And others will probably take a raise in salary. But no one's discovered how to pay them what they're worth. And when they do that, why, it will be wonderful, I think.

PY: What types of students do you feel that students have changed during the time that you have been there? I never see that, for instance, the more the students will be doing from the area

compared to now.

EI: In other words, just recently out of high school, do you mean?

PY: That they were. That they predominated in terms of the student body and that now you're getting an older group

of students who are working full time and might have a family and they're coming to pick up a degree or who were coming back after awhile. It's just different. They're not some of the, did you notice any changes in the

EI: Well, we see in sixty, most of our enrollment predictions at that time, when I mentioned they missed it by about twenty-five, I think, I'm just counting the, I'm not counting the adults who were taking adult courses. I'm taking just students enrolled for the transfer courses, the vocational courses that we had at the time and some of the remedial courses. Those predictions were based on high school enrollment are no doubt charts of enrollment in the first grade, first year college, or first year high school. And for several years to see how those trends ran. And on the basis of that, figures go the way they did run, we'll have about the same high school. Which is a fairly simple thing to do, just add up figures and put them in the right categories and assume that they're going to be the way they were last year or five years ago. You've got to make some assumptions. And that's the way we did it. But as to the numbers that come back after serving in the service

are out awhile fiddling around compared to the numbers that were in that category when he first started, I wouldn't know. We've made a lot of comments and I've made them myself and I agree that there's so many lost souls when they graduate from high school in respect to not knowing what they want to do occupationally or just personally what they felt they could do that a lot of them have been helped by actually bumming around awhile. Or going in the service. You know, we can all give examples of people who are just about ready to fold up when they got out of high school. They didn't know what it was to study, this and that and come back and do real well the second time around. Or they might have started and flunked out. That's quite common to just look at a sheet and flunked about everything so they dropped. And when they come back a few years later. But now does that represent twenty-five percent of them? Fifty percent, I don't know. The follow-up work of students enrolled is the least done of anything I know. Every kind of a grant that we ever made had to do with the curriculum. And every accreditation report, or we have to prepare a report and every one that we can prepare I think with maybe a slight exception in some isolated field like, oh, animal

husbandry or veterinary science or forestry, something that you can pinpoint the people pretty easy because there aren't too many of them. But every one of those lack giving us any information on follow-up. There's a place for it and they like something in it, but it's not objective normally. He says, well, we get this information from talking to students who returned to the campus or we visit the senior institutions and talk to the students there to find out how well what we did in the college. Junior college has helped them. Well, this is a very subjective way of going about it, but about the only way we have.

PY: I don't think that's what I was referring to as much as the character of the student body. Did it change over the years?

EI: Well, yes, now in that regard I think in my experience at the College of the Desert there haven't been too many years, even sixty to eighty is only twenty years and that might seem like a long time. But, of course, I don't know six years of that. I've been out of it, so if I were to make a statement about that, it would only cover a small span. But if I look back over the whole years, which includes the world war, second world

war and Vietnam and Korea and all that, the character has changed considerably. One, the most predominant one I think is the status of the married students. Now in my little college, there were only two married students in the whole campus. And they were unusual. They would be, you know, with only two students. But now in the junior college, well, this is a four-year college, in the junior college when you only have two years of college-going students, I'm not, here again you've got to divide them away from the nondecreases of students. Why they're married right out of high school, before they get out of high school, lots of them. And they have, and because, and the other thing, they're married, they all have their own transportation, they don't live in, if they don't have their transportation they come on buses, so you don't have the on-campus activity. Homecoming, for instance, isn't the homecoming that you know in the old days, and I'm not just thinking about the old days nostalgically, but there the people came home because that's where they lived for our years. Well, people don't live on the campuses anymore. You know, not too many in San Diego State. They live down at the beach and they live all over

everywhere. They have dorms and they live there, but fortunately very few. So they're not interested in the old joe average college activities like they used to be, and you wonder why, we wondered this faculty, well, why don't we get more students come to this? Why don't we get students to come to commencement? That's something to think about. We worked two years to get a degree and they don't show up for baccalaureate or commencement. Now we've almost done away with baccalaureate because we think the church is making inroads on the college. So let's inject a little bit of prayer or something into it and into commencement. Well, they've almost had it I guess, but I think maybe we can help a little. Well, but they don't even come to commencement. Well, I don't know why but they just don't feel obligated. They don't get credit for coming to it; they've already gotten their credits. But you see your homecoming, your parties on the campus, it's hard to get anything like that. So we thought that the best way to get it building a esprit de corps. And this is something you need on a campus. And the best way to develop it was to encourage students to belong to clubs, special interest clubs. Now that means that you

don't have great big meetings of several hundred or several thousand, but you have these clubs meeting right along on special interest. You can have science or radio or television, art, you know, music, all kinds of clubs. And honorary fraternities and sororities where they kind of go through the chairs and becoming more proficient in music and art and sciences and different things. And all this is being done, it's being tried, and it's good. Now there your problem is to get good leadership. And you run smack up against this idea of the nature of the faculty and their responsibility in the society at the college. For instance, you have a dance. Of course, my thing is everything that happens on the college campus should be educational. There's no reason to have it; it's got to be positively educational, you know. There's not a place, I don't believe, that you should have on the campus where students can come and do as they darn jolly well please without answering to somebody. So when they have a dance, what do they do? They let them bring in any orchestra they want, they let them dance any way they want, they sneer at the idea of having a chaperone or advisor at the dance. If you have an advisor, the advisor sits over in the corner somewhere and, you know, they're not part of it.

It's just a funny adjunct there. They don't learn a thing. Seems like students are going to go to dances on the college campus, say they go to eight or nine of them during the two years, they ought to learn something. They ought to learn something about etiquette. They ought to learn something about how to dance better. They ought to learn something about dance music. That's the way I feel about it, and they don't learn that. And they don't have an opportunity to learn; no one teaches it. I think they would learn it. I think they would take that attitude, but the faculty that you get, and one out of ten will feel responsible. And say, well, I'm advisor to the club. So they come to the club meeting. All right, it's their club. Do with it what you want. So they let them make mistakes. They let them do all these things. And if they don't like it, things don't run right, they quit. The faculty member sits back and lets that happen, you know. They should be out in front. Now that's my personal feeling. And years ago I was the Dean of student and I had charge of the student activity program which included all those clubs. And, of course, the leaders were different. It was a four-year school where they lived in and you

had them there more and you, but the way to really build rapport in students is for seniors to see fellow students up on the stage expressing talent, doing talents, letting other people know what they can do and who they are, what they feel, how they feel. These are the leadership qualities and qualities that have built confidence in each other that are necessary for them to get the maximum out of a college experience.

PY: What that happening in the community?

EI: No. I say it wasn't happening, it wasn't happening in any great amount. Now we had a good music department and good,by that I mean they had lots of activities, they had lots of work to do, and had excellent scholars as instructors. And the same was true of the drama department. But that's a specialized group of students. It's the run of the mill student that is a personality too. And they're going to be a leader. They're going to be a citizen and have a few more responsibilities that they can fulfill. I think we lack a lot in our student government program. We had student government and all the students who were leaders in student government had to attend this class. But the class didn't develop very well. And the organization on paper wasn't

too bad, but I think we lacked, now I don't mean that we didn't have any good leaders in this regard, but we didn't have enough of them. And too many faculty felt that all that was for somebody else to handle unless you were a counselor, unless you were in the student activity department like the dean of students and dean of women and the counselors. Unless you were in that, then what the students did was no concern of yours except what they did in your particular class. And I think that, you know, junior college, I think almost every instructor ought to be an advisor to some student group outside of class.

PY: Now did that happen?

EI: No. It did not happen. And things like this you can't turn on, you know. Presidents can't give an edict and say this and that. He can say it, but it won't happen. I heard, attended the meeting one time of college presidents and deans where the new president, they were talking about getting things done and shaping up, you know. And I said, well, president, I'm new at this job. And he said, there's a couple of things going wrong and I called in the fellows I wanted to see and I told them that I wanted to meet with them Saturday morning. And

you know what they told me? They said they couldn't meet Saturday because they had a golf game. And then he said, what do you think of that? And one of the oldtimers got up and said, you're mad about that? He said, we can't get them to come when we ask them on Monday, Tuesday, Wednesday, Thursday or Friday. He said, let alone Saturday. And he was joking a little bit on that, I guess, but it's true, you know. The faculty thinks, I'll teach my classes and that's it. What I do with the rest of my time is my own business. Well, now that's more or less, in essence, is the attitude Dr. McCall and I took. We didn't have a punch card that you had to come in at a certain time, leave at a certain time. Lot of schools do just like a factory. A lot of colleges do that. And we didn't require that they spent so much time in the community on the activities if they join a club. We didn't require that they had to be an advisor. But we tried to select people that we felt would, of their own volition want to take part in the community or clubs and student activities. And it didn't work out too badly. We didn't have any great failure on that account. But it had so much room to be improved, I felt at the time I left. And we felt that if we hired good

people that we'd take our chances that a certain percentage of them would do this and a certain percentage would do these others and a certain percentage would do these others. And I still think that's the way to go. Maybe if we'd done a better job of selecting and recommending people, we'd been more successful. And there's probably not much doubt about it, but that's pretty hard to do, too. And I know once in awhile we had staff meetings regularly and where the dean of students, the dean of instruction and the dean of business services and the president, and we had some hot old times in there, you know. It's pretty easy for me to criticize an activity program, which I would do at the drop of a hat if somebody made a crack about the faculty. And so as soon as somebody would make a comment about, as soon as I'd make, and it works both ways is what I'm trying to say. That, well, when you get your house in order, then you'll have some room to criticize what I'm trying to do. We had some of that attitude, rightly so, I think. But that's kind of healthy. It doesn't hurt to see yourself as others see you once in awhile.

PY: What actually was your job? How were you functioning?

EI: Well, the first two, I was dean of instruction, except

for the first two years. And as dean of instruction . . .

PY: What were you the first two years?

EI: Well, I was business manager and the farm manager and the dean of instruction. The president and I were the only ones there the first year. And so we had sixty acres of dates, still do, except for some of the trees that were cut down. And about forty acres of grapes, or twenty. I don't know how much grapes, we dug them all up. And so my job was to hire the crews to come in and harvest the grapes and dates, and take care of the dates all year long. And I'd never been a date gardener in my life, but we had three members on the board that had raised dates and were date garden managers and they were a wonderful help. They were a pleasure to work with because they never tried to do the job for me. They answered my questions and let me do it. It was the most interesting thing I ever did, I think. And I was just kind of a general flunky, with this and with that. I made a bunch of signs and stuck up in the date vineyard, grape vineyard, where the various buildings were going to be. I measured them all out, and that was kind of interesting for awhile until the bulldozers came in. And then, you know, you work among all these things

trying to make policy. I got around the community quite a lot the first year, going to high schools, talking to high schools about the college, getting acquainted with the high school teachers and counselors and administrators. And going to their football games with friendly students.

PY: Did you feel that initially the going to college games the way high school teams, graduating high school teams?

EI: Oh yes.

PY: Did it stay that way?

EI: Oh yes. I think so. That's more or less the focal point around which everything else is built. Then that's the main thing. Then those students are divided into two groups, your really professional ones and your academically inclined, and then the less academic, but yet very good college material that could go on and do well. Some of them did well academically. The high school grades aren't entirely an indication of how they get along in college, but they're the best guess you've got and they're pretty good.

PY: Did the Mexican-American population in college grow

EI: I don't know whether it grew for personally or not. It did grow, but I can't recall now. We had a breakdown

of the ethnic division. I don't recall what that was now. But we had to have all that for our crediting. If you'd be interested in that, you could find that in the various accreditation reports that were made. We made one at the end of the first year. We made one after two years. And we made one after, I think, three and that was one of my jobs, to make that report, compile it and get it made and out. And in there we had to give a breakdown of our student personnel. But I don't know that it grew proportionately because we had quite a lot the first year. I hope that it grew proportionately, too, because it was hard to get the blacks. We had a lot of blacks, still do, a lot of blacks in the Palm Springs and Indio district. And I talked to them, especially in the churches. I talked to several churches that were interested in encouraging their membership to go to college. And I hope that increased because they'd learn more about the college, sub-colleges before they . . .

PY: You were talking about hiring more and more faculty in the vocational aspects of the college. Was there a growing interest in vocational courses in . . .

EI: Yes, and part of that was, there was a growing interest in it, but part of that was just waiting until our

student body were large enough to accommodate certain vocations. For instance, right from the very beginning, we wanted nurses training. And I think we did, I can't remember whether in the first class we had anything in nurses or not, but we had to wait, you know. We had enough to make up a class. Out of five hundred students, you divide them up, you don't get very big classes in certain fields. And that was part of the job of the department chairman, like in agriculture. We had two men, no, we had, I think we only had one man in agriculture the first year, maybe two. And then when I left, we had seven or eight. And, you know, as they'd get working with the people in the community, and they know what's going on, more students get interested in and, of course, then we ended up with, ended, I mean when I left, we had the RN program. And then the nurses, the LVN program, licensed vocational nurses program. And then we had, from time to time we had series of courses in nursing aid. Then we had refresher courses for nurses coming back, getting refresher courses. In fire science, you see, at first we didn't have the facilities, we just couldn't develop full bloom with all these classes and all the faculty all ready to go

because we didn't know how, we couldn't predict that well. But we started having courses in law enforcement, police officer training. And then that developed after that in fire science and so on.

PY: I'm wondering if after these courses were actually available over the years, the fourteen years that you were there, was it a matter of the student choosing these particular kinds of courses over your general academic courses as well as just the fact that they were then available. In other words, I've heard some people say that there's so much emphasis now on vocational courses it seems to be because that's the interest of the students, because that's their need and fewer of them are going on to four-year colleges because they're there to get a job, they're there to look for the profession which they can have after two years. I guess what I'm wondering is, did that change anything scholastically? Do we find that in the seventies the students are much more interested in getting a job rather than doing well academically?

EI: Well, now the two don't have to be mutually exclusive. I guess that's the way you'd say that.

PY: Yes.

EI: They don't have to be, and I don't think they are in some areas. Now you take, we had another course in inhalation therapy. Well, that was a pretty rough course, you know, highly scientific and biological, mathematical. So anybody who's looking for easy academic courses wouldn't take that. And nursing would be pretty much in the same category depending on which course you took. Now to answer your question, I . . .

PY: Now I think the question comes to the fact that I have talked to some of the instructors that have been there awhile and they were bewailing the fact that they didn't seem to be able to teach the same quality of curriculum that they had taught in the past.

EI: Well, do you know what I think about that?

PY: What?

EI: I've heard that all my life, and I think, you see, and it's true, I think it's true, from two standpoints. An instructor comes, an English instructor, science instructor, a so-called nonvocational instructor comes to a college, especially if he hasn't taught a great deal, and of course, some of ours have and that doesn't always exclude them from thinking this way. They come there imbued with the idea that I'm going to do the best

job I can in teaching these people what I think they should know. And he ought to know because he's been through the mill and he's all steamed up to do it. We wouldn't want an instructor that were not that way. And what did they get? He gets students that haven't decided for sure that they want to go to college, you know. So many of them come out of high school that's been this way for years. What are you going to do when you graduate from high school? Well, browse around a little bit and see what's available. So many of them come without making a commitment to hit it and hit it hard. In registration lines, I'm going around too many up too many culdesacs here, but registration lines and students will come up to their advisor and say, well, is the course hard? How about this course? Is it hard? Who's to say a course is hard, you see? Or some of them will say, well, I'll take it. Oh, I just as well take that course. If I don't like it, I'll drop it. Well, he's making no commitment, you see, to giving it the old college try. Now, so the instructor sees and he loses his enthusiasm, his original enthusiasm, that out of a class of thirty, it might only have ten that are really going to latch onto what he's trying to do, and

the rest are going to drop out and take something else. So he helps the situation, and this is what I can't stand. He tries to throw them out of their prematurely. Get them out as quick as he can so he can spend his time with this group of ten students, if he's lucky enough to have that many, that really want to go along his way, you see. Where the others can be helped a considerable bit. Now the other thing that's contributed to this, now these other dropouts say, well, gosh, I can't go to that college. I'll have to go to another kind of a technical school, Cal Poly or something or take some vocational courses with the idea that those are going to be easy. Well, he finds that not all of them are easy, but let's suppose that they are. Now another thing that's contributed and is contributing to this idea that the vocational courses are being proliferated, well, they are. And why is because the federal government is subsidizing EOPs, ROPs, you know, Regional Occupational Programs, there's another one there. One's conducted by the county, one's conducted by regions and one is subsidized with schools like ours, like COD. They're encouraging to give more and more and more vocational courses, and paying for them. Well, that's where your teachers, they advertise them. They

ballyhoo them on sides of automobiles and so on, trucks and trailers and mobile classrooms that they run all over the districts. And they go on street corners and ballyhoo like Salvation Army. Really, that's exactly true. And they put these offices in the seamy sides of some of the towns where they'll get the strays along the street and get them in and give them help to get them into a job. We taught them when I was there. This isn't anything new. We had people coming in off the streets and paying them more to go to school than they'd get when they got the job. So we've made a bunch of professional students, you know, that make a living going to school. Well, so that's happening. But it's been my experience for the last, almost fifty years, that the students will go to the place where the money is, where they think they can get a job. Now during the depression, the Great Depression in 1931, 1932 and 1933, the college enrollment just boomed because they all got jobs going to school enough to pay their board and room, but they had to work for it. It wasn't a grant. And they couldn't find a job elsewhere, so go to college is the best thing to do. And a lot of kids that shouldn't have gone to college went through because

they were getting paid for it, and I guess they made the courses easy enough for them to pass or something. And some of them bloomed very nicely. But now I don't know whether that's bad or not. I think that as long as they're learning to do something, if they're really learning to do something, and providing there's some kind of a job close to what they've been trained for, well, then I think it's a good thing they don't go on to college for four years. I think the colleges have been oversold. Certainly after the war, after World War II. It's been oversold that everybody has to be in college. Well, everybody, I don't think, has to be in college. College isn't the way they are now. But we certainly want enough people to handle the technology that we're developing. And you need to get a certain amount of education. Now maybe it won't be the stereotype regimented requisite and prerequisite type thing that you have for college. And I think they're making inroads on that, getting away from it some. I just wish I knew what college education was going to be like fifty years from now, but you know I don't think it's going to be much different than it was fifty years ago. I thought ten years made a lot of difference, but I don't think

it makes much difference anymore.

PY: I'd like to get back to what your job consisted of. We started talking about that and left.

EI: Yes. Well, making schedules.

PY: This is after your first year?

EI: Yes. This is after we got in the harness. Making a schedule. Well, I learned and I would make that. I'd take it home and I'd work on it and try to get it all fit together and everything. And I've always been a slow learner, late bloomer, whatever you call them. And I learned the way to make a schedule is to get a real good secretary that's more alert than you are and who can, who's got lots of tact, can really, really likes her job and can work with the faculty and then turn it over to her. And that's what I did. Boy, I tell you, that's really fine. But I mean that seriously. That doesn't mean that I don't do anything. Now in making the schedule, first I have to make the catalogue. That was my job.

PY: Schedule of classes, you mean.

EI: No, the catalogue, like this. That's the list of the classes.

PY: Yes.

EI: That's the list of all the classes. You make all the rules and regulations about the college. It's an official publication approved by the board, and our policies are in there, everything. Look at the catalogue. I had to prepare that for the board every year. Now by saying I had to prepare it, I just didn't go off in a dark corner and do it. That was the result of a lot of committee meetings. All the departments had to turn into my office the list of courses they wanted to teach, they wanted to have included, new courses. And we had a lot of paperwork for new courses. I had to devise the forms on which they made applications for new courses. And those had to be approved by either a vocational committee or academic committee. So that took a lot of time, arranging these meetings and having them and writing up the report which I wrote up the report. I was chairman of those. So made the catalogue, made the schedule. And then I had to prepare the academic budget every year. How much each academic department wanted to spend on its programs. Business office actually compiled that after I went over it with the department chairman. Then I had to prepare the faculty salary budget, and that was quite a big job

because I had a list of all the faculty and the salaries they would be getting next year.

PY: I understand that they were well paid at COD.

EI: Yes.

PY: That was one of the things

EI: They were. We really ought to be proud of that. And so one of the things they were doing when I left was trim the salaries the part-time people were getting which I fought and finally gave up on. It was a losing battle, but I figured that here I've condemned the labor union, but I was taking a page out of their book at the same time. You know, talking out both sides of my mouth. I figured if a faculty member is going to work all day and then work more, that he should be paid at least equal to what he gets during the day because in all the high schools around here they got a pittance for what they did overtime. And if they got anything, they should get a little bit more provided they could do their work. Well, that's a big provision because maybe they were spreading themselves too thin. But we had the highest part-time faculty salary in the state because we paid them on the same ratio as they got during the day. Not more. I contend we would be

justified in paying them more because everybody else got more. You dig a ditch out here eight hours a day and dig another hour, you got paid at least time and a half. But faculty members weren't that way. But they started cutting that down and they reduced it considerably. Now our regular salary on the regular salary scale, though, it really wasn't the highest in the state. Maybe at the beginning it might have been in some category. It's a little hard to tell because you have, depends on how they're made. You have several columns. And then you have several steps. And ours didn't have as many columns as some and it didn't have as many steps as some. And it jumped up faster than they did. So you'd have to look at each salary schedule to see that. But we were generally, as a matter of fact, I think we tried to stay in the top ten or something of that sort. And in doing that, as I said before, we were high in some places and low in others. But I don't know what it is now. I don't, ours was tied to a cost of living raise when we started, and still was when I left. I don't know if it is now or not. And that eliminated lots of hassling on the salary guide. But it got pretty rough when we started having money

problems. And I imagine they're having lots of problems right now.

PY: Did we cut off the rest of your responsibilities?

EI: No. Oh, let's see, hiring the faculty, recommending the faculty. I'd prepare a sheet on which I listed the qualifications of the faculty members together with their little dossier that they sent us. Well, I wouldn't send the dossier to the board. I'd have that at the board meeting. But I'd send out these, the president would, I'd give them to him. We'd send out the recommendations that we were making. Each board meeting in the spring we generally had a few faculty members hired, depends on when we elected them. We never set a deadline. A lot of them, they'd set a deadline. We'd just go until we found somebody we'd want to recommend and then we'd recommend them, in most cases. Then . . .

PY: So we were talking about why you were considering making the unilateral or lateral move.

EI: Well, part of the reason that I made it was, well, there were two reasons. One, I enjoyed working with Dr. McCall a great deal and he had left the year before. And this was another opportunity to work with him again. And the other reason was it was a brand new experience. Not too many people have the experience of starting absolutely from scratch and working up to a full-fledged college. And I knew that my job there would be similar, but it would be more challenging because I had an opportunity to make all the traditions (laughter). It only takes one year to make a tradition. I think that's probably the reason. I sort of, I think I was somewhat enamored of the area, but I don't know exactly why. We had in mind eventually retiring in San Diego, although I was quite a few years from retirement when I went there, about fifteen years, fourteen. So that probably added a little bit to it, it got me a little closer. And it was kind of strange and I'd never been anyplace very long. Well, I shouldn't say that. That's not true at all. I taught at my alma mater for fifteen years, which was separated by the

war. And so I haven't really been moving around as much as it might indicate. That's about the best answer I can give to that. I never actually made too many applications for, the only job above this would be president in the junior college. And I had made some applications for it, but I don't know whether it's sour grapes or not, but I think most of them weren't quite as, had as much smoke behind the application as I should have. I just was sort of a reluctant one, although they were good jobs. It was interesting to have them too. I think maybe I've made about four altogether. And I've always been a runner-up but never ran over the top. And maybe it's just as well. I don't know. I'll never know that now.

PY: What actually went on . . .

your relationship with the board?

EI: I had no direct relationship with the board. I mentioned the three deans, dean of instruction, dean of students and dean of business services. We were all staff members under Dr. McCall. We prepared agenda items for the board under, over Dr. McCall's signature. He actually

prepared them. We would present the reports and things and he would put cover letters to them or cover attachments to them. And present them to the board. We never presented anything to the board that Dr. McCall didn't agree to. If we had a, if I wanted to make a certain recommendation and Dr. McCall didn't want to make that recommendation, we didn't make it. And we had that understood and I thoroughly agree to that procedure because we don't want to sit in front of a board and argue. When Dr. McCall, the president has to live with the recommendations he makes. And we have to live with the recommendation he makes. If he makes one we don't like, we still have to live with it. And we can either live with it or quit. I think it's just about as simple as that. If I don't have enough persuasive powers and enough evidence to get him to agree with the recommendation or if my evidence doesn't support the recommendation I'm making, that's his prerogative as a judge really to not make the recommendation. And if I can't persuade him, well, then maybe I'd better go back and do more homework. And that's just exactly what it will encourage a person to do. And this has happened. And he would, being the kind of

fellow he was, he would be the first to admit that, well, you've talked me into it. And this could happen and did happen. But he was pretty persuasive guy himself. He was no amateur when it came to presenting an argument. So you were up against a big leaguer, really, I felt. And I had much respect for him for that. And I can just hear him say on a number of occasions, he was very easy to talk with, and he says, well, Jess, I remember you told me that before. You know, I'd get to him before a board meeting, or I had regular meetings with him, we had standing meetings, so I knew, I kept a pad, everything I wanted to bring up with him I put on that pad, and I'd go in with him with these things. So I had plenty of opportunity to sound him out on various things that I was contemplating. And he said, yes, I know you've made that before, and if you don't have any newer arguments, why I still am inclined to go this way or something of that sort. So you didn't have to back down out of anything by, I never felt that I did. It was very easy, free situation, talk about anything you wanted to, you didn't have to hold anything back. That's one of the reasons that I wanted to get into a situation like that again. As I

said, because he went down, I wanted to work with him again.

PY: Did you, oh, go ahead, I'm sorry.

EI: No, I was just saying, from 1947 to 1974, I only had three jobs and all under a college president. I was vice president in the other two situations which was academic vice president. It was just a difference in name. Duties were practically the same with many responsibilities and in a different, and that's the best relationship I've had is with him. The others were less than that, but they weren't too bad either as far as that's concerned.

PY: Now I can't remember what I was going to ask. (laughter) Oh, I know what it was. Were you involved in the selection of a new president when Dr. McCall retired?

EI: Yes. To the extent that I was asked to interview a number of the candidates. I don't, there were quite a number of candidates. I don't know number wise. We had a faculty committee that was kind of screening committee. I was not on that, but when they screened out those that were to come to visit the board, I was asked to interview them. And just as a, and in many cases, well, there weren't too many of them, I don't remember how many

interviewed but maybe half a dozen or so. But in almost every case, I think, I knew the person and so it made it pretty easy and made it easy because I was not a candidate for the position. And so if I'd been, it would have been a little awkward maybe, but . . .

PY: It was also a faculty community, was it not?

EI: Yes.

PY: That you interviewed.

EI: That's right. There was a faculty screening committee and the screening committee, see, I don't remember how that worked now exactly. Whether it was the same committee that, it must have been the same committee that interviewed them. I don't remember quite how it worked from there on out, how, who presented, whether the faculty, the committee presented a priority list in order of priority, just how that was done.

PY: Was there ever any conflict in that situation of choosing a new president with the faculty and that?

EI: No, I don't say there was any conflict. As I say, I was not on the screening committee. So whatever conflicts they might have had or whatever discussions they might have had, I don't know. See, that was a faculty committee and they weren't considered faculty.

PY: So then the board had the last decision?

EI: Oh, yes. The board had the last decision and, of course, the candidates met with the board individually. And then the board, see, they're entitled to have a personnel meeting. It's not an open meeting. On personnel matters they can meet without the press. Or without anyone else in there. And there's where it was finally decided. But Dr. McCall was in on it, too. That is, he met all of them that came. Now you're talking about when the president came. Yes.

PY: Well, Dr. Stout was part of the administration.

EI: Yes. But he was a candidate. He was a candidate from the time he came there. Now I'm not saying that in a derogatory way. I will have to admit that he didn't make any bones about it. As a matter of fact, I interviewed him when he came as dean of instruction and he told me then.

PY: He was dean of instruction then?

EI: No, when I was dean of instruction. I interviewed him when I was dean of instruction and he was on the faculty at, I think, I forget what college it was now, Cerritos College, I think. And he told me then that he was, well, he'd gone through the courses and had a degree

and everything for administrative work and presidential work. And that's what he was shooting for. And you can't be much more frank than that. And as far as I'm concerned, we got along very fine. I will, I was not a candidate. I was getting older all the time. And I taught two years, I didn't retire until I was sixty-seven, so it was kind of out of the picture anyway. You can't stop Mother Nature or the clock. It's a real rough job. It's not any good just sugar plum job. It's a tough job to be president of an institution. That is, if you're going to do a good job and it's rough.

PY: Did Dr. McCall ever say anything about it being rough?

EI: That's an interesting question. He didn't have to. It was just rough. No, it would have been just a waste of words because, you know, there's no question about it. It isn't anything you argue about. And I'm not saying that to be factitious or smart. If you follow and know the activities of a dedicated full-time president in terms of hours, in terms on the job, the worries he has, the decisions he has to make, it's rough. I've had people say, well, you know, I'm going to retire from the military or something. I've had this when I was at Pacific, when I was vice president up there, it was about

the same situation. People would come to apply for different jobs. If some were applying for the presidency, they'd been through the mill as a businessman or some other job that thought that would believe they're ready for retiring, and thought they'd like to retire in a nice little isolated community close to a large city with an old established college to be president. Thought that would be a nice way to end their lives. Well, you want somebody that's not expecting to die on the job. And if you do, why you're going to die pretty quickly if he gets himself into a job like that and is really conscientious because these college reserves don't have any money and you have to do everything. And, oh, gosh, it's rough and hard. You just don't sit around and twittle your thumbs and push buttons. I won't say that some people don't do that. I guess I envy them. That's the reason they had to be able to do it. I was never able to push buttons.

PY: (laughter)

EI: And get anything done.

PY: Do you think the existence of the college had anything to do with the growth of Palm Desert and the whole community?

EI: Yes. I do. Definitely. And I would, it in itself doesn't, but it's one of the factors and elements that make up the desirability of the place to grow. Take the Eisenhower Medical Center. Even though it was just a two-year college and didn't have the graduate work in science or the upper division work in science, and didn't have their resources for assistants of the various kinds that could work in the college, the very fact that the college is there was used, I'm sure, in much of the propaganda and advertisement, advertising the desirability of the Eisenhower Medical Center in close proximity to the college and vice versa. And I think in truth it does have, we worked very closely with them. I was on the education committee of the Eisenhower Hospital by virtue of my position as dean of instruction. And it just shows their intention of wanting to work closely with it. Which they did. They took our nurses for training and they took our inhalation therapists for training and anything else we had trained, if we had them. And now the, I don't know what else, but I think the hospital would be the best example of the . . . but it always adds, the college seems to add prestige to a place. It keeps the people in the community longer.

It centralizes more people. See, we took the adult education program of both, all free districts at that time, high school districts, and put them under one head at the College of the Desert. But we kept our classes out in the area, too. So that did a lot to sort of centralize and at the same time focus attention on the college as an instigator of public education, adult education. I was pleasantly surprised, and I don't know why I was surprised at the acceptance of the college in the community. Now I won't say it's a hundred percent. I wouldn't have any way to measure this by any opinion poll or anything, but the community from the very start seemed very proud of the college and so did the students. It was a real, they did everywhere I've been, but starting new you kind of felt, well, will it catch on. You'd just wonder sometimes if these do and it's interesting the number of different concepts that people had of what a college should do. You know, especially the people coming from out of state. Even though our faculty, the very faculty, that came from out of state, my gosh, they don't charge any tuition here. At that time, you see, we didn't charge for out of state. Now they charge over, what is, two thousand

dollars. Can you imagine that? That change has come about. But they were very surprised that all this was free to the students. And still the students wouldn't select That is a hard thing to understand. I guess things that come by free you don't, you come by free you don't appreciate them sometimes.

PY: Anything else you can think of?

EI: I don't think it's in our catalogue. I've tried, through the years I've had lots of funny notions about this and that. I don't mean to try and indicate that I've been eccentric. I hope I haven't anyway. I've been somewhat of a conservative, I guess, but yet in some things pretty unrealistic and idealistic, I guess. But I had the notion, because we had so many veterans, practically all my college life have been working with veterans coming back, and they don't always come back on September 15 or October or when you register for colleges. They come any time. And then I've gotten the idea also from prisons and various institutions where people are captive audiences which is a poor example to use here, but I can tell you that any Monday morning that a student wants to come to school he can enroll. And I put that in my catalogue. (laughter)

When I was all alone and could do it. And the idea that we could always find part of a course or something you could take and we listed courses in our departments like reading and conference special studies where they could pick up a credit or two. If they could get their foot in the door, they'd get acquainted with the faculty, they could make up their minds what they wanted to do with themselves and at the same time pick up some bona fide credits. And we used that and I just, and the faculty have asked me about it. And they don't know how to handle it. And I said, just send them to me. I'll register them which I would do. So whenever we got a guy coming in at Christmastime and wanted to register for the month to work, they said, I don't know what to do with him. But I didn't have any trouble finding something for him to do. You know they'd make out a sheet. They'd set up a plan and I'd go over it with them and I generally had two or three students like that almost every semester until such time as they could get into a regular course. Which I was kind of proud of, but I knew just as soon as I left that would go out of there because I didn't think anybody, and I couldn't find it in there this time. But I'm not blaming anyone.

It's just that it's kind of a pet peeve that I have I wrote on the thing. I alluded to some disappointments. I decided I wasn't going to mention much about disappointments because if I couldn't handle it while I was there, there was no use worrying about it now. But I was disappointed that we didn't have more assembly programs where we'd get all the students together while we were small enough to do that. Now there's a reason we didn't at the time and that was right in the middle sixties when they were having all the trouble. You just didn't want students assemblying any more than you had to because riots would break out. That was the advice that we were given and it was pretty obvious there was a lot of validity to that. So we did. I put on a couple of assemblies just because I wanted to do it, and had a lot of fun doing it. I kind of like to ham it up a little bit anyway, but it would do a lot to get the students going. But the only time they'd get together would be at a play or music recital or something of that sort. But we did have them. And I always complained about the fact that the cafeteria was run like a school lunch rather than something a little more imaginative. My biggest beef there that you never, as long as I was there, you never could get a dish of ice cream except the

first couple or three weeks or milkshake. And you had a great big beautiful cafeteria with a milkshake machine, ice cream making machines in it. They didn't use them. They said it was too much trouble to clean them up and I used to raise cain about it, but I didn't have charge of that. So that's a couple of the things, and I thought, well, if that's all I have to complain about that won't be too bad.

PY: I understood there was an article, Margaret Barbara Keedy told me that there was an article came out in Playboy magazine one of the first couple of years that the college was open, and gave the college nationally a reputation of being a party school. Is that an influence

EI: That's happened from time to time. Now I think most of that was just what people standing back looking at it would think it would make a good party school being in Palm Springs where the adults do the party. But now here again, while I was at COD I didn't have anything to do with the dean of students' work and he had all the problem students that ended up in jails on Saturday night or Friday night or whenever it was. And I never did know the extent to what that went on. He would know

that but certainly it was not, didn't come out in our dean's meeting and I don't think I would be quite so naive to say it was not a party school if there's much of that going on. But I don't know exactly what a party school would be except the kids would just be playing around and doing practically everything else but studying and flunking out. Now I do know of a number of students that came there with the idea that it was a party school. And I know one in particular and I'd never mention his name, but he'd come to school occasionally with a black eye or an arm in a sling or something and he felt that's what it was supposed to be, a party school. And found out that it wasn't much fun. That is, he didn't pass his courses and he just liked to play around. And I'm sure there was a lot of playing around, but you know, when we first started. See, we didn't have any rules or regulations. That's not true really to much of an extent, to a certain extent because we did have a dress code. And we worried a little about that because Palm Springs and the environment around there is pretty much informal when it comes to dressing. Or maybe it's you can almost recognize a Palm Springs outfit for that matter, but they're certainly not what

you would wear to school in most cases. So we had a dress code that the deans handled and had to check on and how they dressed. And we didn't have much trouble with our students, our day students, but it was the night students. It was the adults that came in the most, I don't know how you describe, just absolutely different. And, well, I suppose by today's standards they really weren't different, but they came in shorts on hot evenings, you know, and real skimpy blouses and I don't suppose they came barefooted. I'm sure they had pretty fancy sandals on or something. But that wasn't exactly the way Dr. McCall envisioned they would be coming to school, but it was the adults that really broke the code. Now when it came to parking. You have that problem everywhere. Parking is something else. The students in the day time weren't bad at all. They would make a reasonable compliance with the red spots, red curbs and so on. But the adults would park everywhere, absolutely everywhere, as though the laws that signs were posted didn't apply to them for some reason. Now I never could understand that. You know, no parking, red, nothing. Absolutely paid no attention to any of those things. Now that causes quite a lot of trouble, but

that surprised me. Well, I don't know what else. I'm going to start . . . I've already rambled a lot, but before you go, I'd like to show you in my, and this is a two-bedroom house and one I use kind of as a study next to the bedroom. I want to show you the sheepskin I got when I left.

PY: A sheepskin!

EI: A sheepskin. I think a lot of and I'll show it to you.

PY: Okay.